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individual subjects taught. The topics covered are Evangelical and Catholic religion, German, Latin, Greek, French, English, History, Geography, Mathematics, Sciences, Drawing, Singing, Gymnastics and Apparatus. The school conference of December, 1890, and the new plans that have since appeared as a result of it are clearly but briefly presented. An appendix of fifty-three pages gives the official figures for 1863 and 1890 of the attendance on the higher schools of all the States of the German Empire. The author, Dr. Retwisch, is the editor of the *Jahresberichte über das höhere Schulwesen*, the latest volume of which is reviewed in another column for this issue of THE SCHOOL REVIEW. It is obvious that he is peculiarly fitted to prepare such a work as the one before us. He was commissioned to do the work by the Prussian Ministry of Spiritual, Educational, and Municipal Affairs, so that the book is of official standing. It is certainly the most complete and, so far as we know, the best account of the higher schools of Germany in the nineteenth century in existence. The subject is one that possesses and will continue to possess great interest to American educationists, and this little book deserves a translation for the benefit of teachers who cannot easily read it in German.

C. H. Thurber.

The Elements of General Method, based on the principles of Herbart. By CHAS. A. MC MURRY, Ph. D. Bloomington, Ill. : Public School Publishing Co. $5\frac{1}{2} \times 7\frac{1}{2}$. pp. 200.

The influence of Herbart is a tremendous fact in the educational world. Certain it is that a large majority of the best educationists of Germany are either his devoted followers, or strongly tinged with his ideas. And it follows that such students from the United States as go to Germany for their pedagogy get his educational philosophy. The Herbartian School has found a "scientific pedagogy"—and many opponents, who deny the existence of such a science,—and as Dr. Mc Murry says, in the maze of educational speculation "it is deeply gratifying to find a clear and definite leading purpose that prevails throughout, and a set of mutually related and supporting principles which in practice contribute to the realization of this purpose." Dr. Mc Murry limits himself clearly to the purpose "to give the results of Herbartian pedagogy as applied to our schools." The Herbartian arrangement is carefully followed. Having treated briefly of the aim of education, which he takes to be "character building," he takes up in Chapter II the question of educational values, to the discussion of which some 40 pp. are devoted. The succeeding chapters are the Nature of Interest, Concentration, Culture Epochs, Apperception, Induction, The Will, The Formal Steps. It is interesting to note that in common with Professor Lauries *Institutes of Education* this book lays main emphasis on the will. "The great

problem for us to solve is how far can teaching stimulate and develop . . . will." One could wish that the treatment of apperception, which after all is Herbart's original contribution to educational psychology, had been made fuller. Still the *General Method* is the first work of its kind in English with which we are acquainted, and it will serve to give a very satisfactory idea of the Herbartian pedagogy and so to make it familiar to readers who could not go to German sources. It ought to find many readers, and deserves them. Its modest aim is that of exposition, not of original investigation. As a book it has two unpardonable defects, no index, and not even a table of contents!

C. H. Thurber.

Mothers and Sons. By Rev. the Hon. E. LYTTLETON, Head Master of Haileybury College. $5\frac{1}{4} \times 7\frac{1}{4}$. pp. 563. New York and London: Macmillan & Co. \$1.00.

This attractive little volume by a distinguished English teacher is most delightful reading. Originally a lecture, it retains a familiar style while its straightforwardness and good sense gratify the reader on every page. Not everything said applies quite to the conditions of things in the United States, but most does. The opening account of the father who gave his boy a "good religious talk" before sending him back to school, after this fashion: "Now, Tommy, my boy, I don't often talk to you about religion and that sort of thing, but before you go back to school I just want you to remember this. If you don't work at school,—ahem,—you will go to the wall," is amusing, but sadly suggestive. Some excellent admonitions are given as to the selection of a profession. "There is little or nothing to prevent large numbers of easy-going lads, who have fought shy of other professions because a preliminary training was in each case necessary, from drifting at the last minute into either 'tutoring,' (teaching) or 'the church,' since in one case no training is required, and in the other quite the minimum." "Let me say at once that a school-master unfit for his work is a phenomenon at once piteous and pernicious, the mischief that he does himself is no less than that which he inflicts on others." Such is the temper of the book. It is good reading not only for the mothers and sons, but for fathers and teachers as well. The noblest conception of the teacher's work is in it everywhere manifest.

C. H. Thurber.